

Teacher(s): Johnson

Subject: Government

Week of: Jan 29 – Feb 2, 2018 Week: 23

DAY	PRE-PLANNING	AGENDA	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Mon	Standard(s): SSCG 2 The student will demonstrate knowledge of the political philosophies that shaped the development of United States constitutional government. a. Analyze key ideas of limited government and the rule of law as seen in the Magna Carta, the Petition of Rights, and the English Bill of Rights.	Do Now: Guided Instruction (<i>We do</i>) - Why do we have government? Opening: Focused Instruction (<i>I do</i>) – Explain work session and introduce GPS and element Work Session: Guided Instruction (<i>We do</i>) – I present PPT and students complete the Guided Notetaking sheet; questions and clarifications as needed Independent Learning (<i>You do alone</i>) – Read the Foundations of American Document (3Docs) and use to complete the graphic organizer according to instructions Collaborative Learning (<i>You do together</i>) – (pairs) some will complete the same assignment in pairs Closing: Guided Instruction (<i>We do</i>) – How important were the 3 Docs to the idea of freedom? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Directed reading Graphic organizer 	Formative: Teacher Observation Q&A Graphic Organizer
	Purpose: To begin to provide a foundation for the understanding the intellectual basis for our government beginning with the English government			Summative:
Tues	Standard(s): SSCG 2 The student will demonstrate knowledge of the political philosophies that shaped the development of United States constitutional government. b. Analyze the writings of Hobbes (Leviathan), Locke (Second Treatise on Government), and Montesquieu (The Spirit of Laws) as they affect our concept of government.	Do Now: Guided Instruction (<i>We do</i>) – Who are Lock, Hobbes, Montesquieu and Rousseau? Opening: Focused Instruction (<i>I do</i>) - Explain work session and overview GPS and element and present brief synopsis of each of the '4 Dudes' as handout Work Session: Independent Learning (<i>You do alone</i>) – Using the article handout on the 4 philosophers on Government complete the questions presented in the Political Analysis sheet Closing: Guided Instruction (<i>We do</i>) – Which author do agree with more? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Directed Reading 	Formative: Teacher Observation Q&A Political Analysis sheet
	Purpose: To provide the students an understanding of the philosophical foundations of our government			Summative:
Weds	Standard(s): SSCG2 The student will analyze the natural rights philosophy and the nature of government expressed in the Declaration of Independence. c. Analyze the ways in which the philosophies listed in element 2b influenced the Declaration of Independence.	Do Now: Guided Instruction (<i>We do</i>) - Opening: Focused Instruction (<i>I do</i>) – Substitute explains work session requirements Work Session: Independent Learning (<i>You do alone</i>) – Complete timeline and assignment handout in accordance with the assignment handout instructions using textbook, handouts, etc Closing: Guided Instruction (<i>We do</i>) – Turn in timeline and assignment sheet for a grade Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Timeline 	Formative: Teacher Observation Q&A Timeline & Sheet
	Purpose: To reinforce students competence in creating a functional timeline in support of learning about the foundations for our government			Summative:

Thurs	Standard(s): ELACC9-10RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. ELACC9-10RH5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	Do Now: Guided Instruction (<i>We do</i>)- Sign in to Achieve 300 (Lab 216) Opening: Focused Instruction (<i>I do</i>)- Explain requirements of using Achieve 3000 to include providing me with your activity (quiz) 1 st score and showing me that you have 5 dots indicating completion of the work Work Session: Independent Learning (<i>You do alone</i>)- Complete requirements of the reading assigned on Achieve 3000 Closing: Guided Instruction (<i>We do</i>)- Verify quiz grades and completion of the 5 areas Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> Achieve 3000 	Formative: Teacher Observation Q&A Achieve requirements Summative:
	Purpose: To provide students further opportunity to increase their lexile level on Achieve 3000 online program			
Fri	Standard(s): SSCG2 The student will analyze the natural rights philosophy and the nature of government expressed in the Declaration of Independence. c. Analyze the ways in which the philosophies listed in 2b influenced the Declaration of Independenc	Do Now: Guided Instruction (<i>We do</i>) – When was the Declaration of Independence approved? Opening: Focused Instruction (<i>I do</i>) – Explain work session and overview GPS and element Work Session: Guided Instruction (<i>We do</i>) -I present PPT and students complete the Guided Notetaking sheet; questions and clarifications as needed Independent Learning (<i>You do alone</i>) – Read “Comparing the Second Treatise of Civil Government to the Declaration of Independence” and answer the critical thinking questions Closing: Guided Instruction (<i>We do</i>) – What ideas or principles did you see in both documents? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> Directed Reading 	Formative: Teacher Observation Q&A Critical Thinking Qs Summative:
	Purpose: To provide the students information on how Locke's Second Treatise relates to the Declaration of Independence			